



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                                |
|---|-------------------------------------|
| School name   | Lakeside Primary School             |
| Number of pupils in school  | 193                                 |
| Proportion (%) of pupil premium eligible pupils   | 20.7%                               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022<br>2022/2023<br>2023/2024 |
| Date this statement was published   | December 2021                       |
| Date on which it will be reviewed   | December 2022                       |
| Statement authorised by   | N.Probert                           |
| Pupil premium lead  | N.Probert                           |
| Governor / Trustee lead   | Rev. G. Simmons                     |

### Funding overview

| Detail   | Amount            |
|--|-------------------|
| Pupil premium funding allocation this academic year                                    | £53,800.00        |
| Recovery premium funding allocation this academic year                                 | £6,090.00         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0                |
| <b>Total budget for this academic year</b>   | <b>£59,890.00</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about the use of Pupil Premium funding it is important to consider the context of the school and the challenges we are facing. Research conducted by EEF should then be used to ensure the effectiveness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be; less support at home; weaker language and/or communication skills; low confidence; more frequent and/or complex behaviour difficulties; and low attendance and/or punctuality concerns. Individual family situations may also prevent children achieving their potential. With such varied challenges, there is no “one size fits all” approach.

The main objectives on Pupil Premium spending are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed expected progress
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To provide real-life/enrichment experiences and opportunities that may not be available to disadvantaged pupils.

We aim to do this by:

- Ensuring that our curriculum and all teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil premium interventions at one time.

Strategies used to achieve these objectives include:

- Ensuring all teaching is good or better.
- Additional adult support in all year groups to reduce ratios of pupil – teacher and allow additional interventions of individual and small groups of pupils.
- Access to high quality physical and online resources that support rapid progress in.
- Funding for activities, educational visits and residential.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Access to external professional support services, including behaviour, educational psychology and SEND support.
- Providing a dedicated family support advisor to support families, monitor and support attendance and punctuality and deliver training.
- Providing intervention resources in classrooms for phonics, language and communication.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Poor language and communication skills on entry to EYFS                   |
| 2                | Slower progress in attaining basic skills in reading, writing and maths   |
| 3                | Underdeveloped age-appropriate social skills when working collaboratively |
| 4                | Underdeveloped age-appropriate behaviours and attitudes to learning       |
| 5                | Attendance and punctuality concerns                                       |
| 6                | Limited ability of families to support learning                           |
| 7                | Limited real-life, enrichment or experience opportunities                 |

## Intended outcomes

This explains the outcomes we are aiming for our disadvantaged pupils **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome                   | Success criteria   |
|------------------------------------|--|
| Attainment in EYFS                 | Disadvantaged pupils achieve attainment in GLD as non-disadvantaged pupils                                 |
| Progress in Reading                | Achieve National Average progress scores for disadvantaged pupils in KS 2 Reading                          |
| Progress in Writing                | Achieve National Average progress scores for disadvantaged pupils in KS 2 Writing                          |
| Progress in Maths                  | Achieve National Average progress scores for disadvantaged pupils in KS 2 Maths                            |
| Attainment in RWM combined         | Achieve National Average for RWM combined at the end of KS 2   |
| Attendance of disadvantaged pupils | Ensure attendance of disadvantaged pupils is in line with non-disadvantaged and whole school target of 97% |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **1,200**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>All staff accessing CPD on:</p> <ul style="list-style-type: none"> <li>• Emotion coaching</li> <li>• De-escalation strategies</li> <li>• Identified intervention tools – precision teaching/Hope/Positive Play</li> <li>• WellComm</li> <li>• EYFS high quality interactions</li> <li>• Growth mindset and metacognition</li> <li>• Creative education online learning platform</li> </ul> <p><i>Cost of CPD - £1,200</i></p> | <p>EEF guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p><i>We have analysed the needs to the children in school and recognise that we need to support staff in having the knowledge, understanding and skills to provide the children with the best opportunities to succeed and close the attainment gap. We have invested in virtual learning platforms allowing staff access to a wide variety of additional reading materials and courses that will be used across the year.</i></p> <p>EEF (+7) - Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> | <p>1, 2, 3, 4</p>             |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *£35,207 include school led tutoring money here*

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Support staff in targeted classes in school<br><br><i>Cost – £24,395.</i>   | EEF (+4) - Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used in a more general strategy to ensure effective progress, or to teach challenging topics or skills.<br><br><i>Analysis of attainment and progress data in all year groups shows a need to allow staff to support children in smaller groups to allow gaps to be closed and expected or more than expected progress to be made in reading (phonics), writing, and mathematics. Targeted classes have TA support each morning as well as support from an additional teacher. Identified KS 1 and 2 children will also be receiving additional intervention from qualified teachers during the school day using the school led tutoring grant.</i> | 1, 2, 3, 4                    |
| School Led Tutoring<br><br><i>Cost – £7,612</i>   |   |                               |
| Providing appropriate external support for families and children in need, e.g. Inclusion services, behaviour support, EWO, Trust Family Support Worker<br><br><i>Cost - Plan B £2,000</i> |   |                               |
| Access to online reading books as well as updating KS1 reading materials<br><br><i>Cost - £1,200</i>  | EEF (+6) - Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and   | 1, 2, 3, 4                    |

|  |   |  |
|--|---|--|
|  | <p>then identifying and resolving difficulties for themselves</p> <p><i>Survey findings show that a large percentage of our disadvantaged children have access to a tablet or mobile technology at home and prefer accessing reading in this way. Serial Mash allows the children to access ebooks and play games after reading a book from the scheme; answering the comprehension questions associated with it. All children from reception – Year 6 will have access</i></p> |  |
|--|---|--|

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21,308.67

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Family Support Worker appointed to work with our most vulnerable and disadvantaged families to support in all aspects.</p> <p><i>Cost – £16,947</i></p> | <p>EEF (+4) - Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• Approaches and programmes which aim to develop parental skills, such as literacy or IT skills;</li> <li>• General approaches which encourages parents to support their children with, for example reading or homework;</li> <li>• The involvement of parents with their child’s learning activities, and</li> <li>• More intensive programmes for families in crisis.</li> </ul> <p><i>Experience and knowledge of our community shows that providing a familiar person, who builds long standing trusting relationships with families, enables us to provide support, signposting and facilitate successful school experiences and academic attainment and progress. Our family support worker is available to all our families but works particularly closely with the most disadvantaged.</i></p> | <p>5, 6, 7</p>                |
| <p>Attendance officer appointed to work half a day a week to support school in raising children’s attendance.</p> <p><i>Cost SLA – £51.67</i></p>          | <p><i>Our attendance officer works alongside our family support worker to enable families to improve attendance and punctuality where there is a recurring issue.</i></p>   |                               |
| <p>Financial support to allow children to access</p>   | <p>EEF (+3) - Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering;</p>  |                               |

|  |  |  |
|--|--|--|
| <p>educational visits and residential activities</p> <p><i>Cost Residential Trip – £4,130</i></p> <p><i>Cost Charanga Music - £180</i></p> | <p>survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres. Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p><i>Evidence shows that increased opportunities for extracurricular and enrichment opportunities and experiences support children's vocabulary development and then there academic attainment and progress. We will ensure that all children have access to these activities, opportunities and experiences.</i></p> |  |
|--|--|--|

**Total budgeted cost: £ 57,715.67**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### Attainment: (End of Year)

##### Reading

| Yr Group | Attainment | All | Boys | Girls | FSM | Non FSM | SEND | PP |
|----------|------------|-----|------|-------|-----|---------|------|----|
| 1        | S1+        | 60  | 54   | 65    | 40  | 64      | 0    | 40 |
| 2        | S2+        | 71  | 80   | 64    | 43  | 82      | 33   | 43 |
| 3        | S3+        | 68  | 73   | 62    | 50  | 73      | 33   | 50 |
| 4        | S4+        | 57  | 70   | 47    | 10  | 80      | 0    | 10 |
| 5        | S5+        | 54  | 46   | 60    | 50  | 54      | 0    | 40 |
| 6        | S6+        | 73  | 65   | 89    | 57  | 79      | 0    | 60 |

##### Writing

| Yr Group | Attainment | All | Boys | Girls | FSM | Non FSM | SEND | PP |
|----------|------------|-----|------|-------|-----|---------|------|----|
| 1        | S1+        | 43  | 46   | 42    | 40  | 44      | 0    | 40 |
| 2        | S2+        | 38  | 30   | 43    | 0   | 53      | 0    | 0  |
| 3        | S3+        | 54  | 60   | 46    | 17  | 64      | 33   | 17 |
| 4        | S4+        | 23  | 15   | 29    | 10  | 30      | 0    | 10 |
| 5        | S5+        | 0   | 0    | 0     | 0   | 0       | 0    | 0  |
| 6        | S6+        | 46  | 41   | 56    | 14  | 58      | 0    | 30 |

##### Mathematics

| Yr Group | Attainment | All | Boys | Girls | FSM | Non FSM | SEND | PP |
|----------|------------|-----|------|-------|-----|---------|------|----|
| 1        | S1+        | 63  | 62   | 65    | 60  | 64      | 0    | 60 |
| 2        | S2+        | 67  | 80   | 57    | 29  | 83      | 33   | 29 |
| 3        | S3+        | 61  | 87   | 31    | 17  | 73      | 50   | 17 |
| 4        | S4+        | 57  | 62   | 53    | 10  | 80      | 14   | 10 |
| 5        | S5+        | 75  | 100  | 53    | 50  | 79      | 50   | 60 |
| 6        | S6+        | 73  | 71   | 78    | 43  | 85      | 0    | 60 |

##### RWM

| Year Group<br>End of year<br>Expectation | RWM matched<br>for end of<br>year(%) | Floor Targets<br>2021 (%) |
|--|--------------------------------------|---------------------------|
| 1  | 43                                   | 65                        |
| 2  | 38                                   | 65                        |
| 3  | 43                                   | 65                        |
| 4  | 23                                   | 65                        |
| 5  | 0                                    | 65                        |
| 6  | 46                                   | 65                        |
|  |                                      | Y6 NA 2019 65             |